

John F. Kennedy High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	John F. Kennedy High School
Street	6715 Gloria Drive
City, State, Zip	Sacramento, CA 95831
Phone Number	916.395.5090
Principal	David Van Natten
Email Address	David-VanNatten@scusd.edu
School Website	https://www.scusd.edu/
County-District-School (CDS) Code	34-67439-3434768

2022-23 District Contact Information

District Name	Sacramento City Unified School District
Phone Number	(916) 643-7400
Superintendent	Jorge Aguilar
Email Address	https://www.scusd.edu/form/send-us-email
District Website Address	www.scusd.edu

2022-23 School Overview

Set on 44 park-like acres in the Pocket-Greenhaven neighborhood, John F. Kennedy is an outstanding high school, featuring both traditional and innovative course offerings presented by a caring and dedicated faculty. Students are encouraged to seek success in a positive, safe environment, which fosters growth, personal responsibility and a challenging curriculum. Individual and cultural diversity is endorsed and supported so that all students receive the opportunity to become engaged, productive citizens.

Parents and community members are a visible presence on campus. They participate in many parent forums and on school decision making committees. Families support the school by walking the campus, beautifying the grounds, and installing extra lighting. Cougar Parent Committee (CPC) and Parents at Kennedy (PAK) volunteers assist during orientation, testing, and many other extracurricular activities.

The Program in America and California Exploration (PACE), founded by Senator Gary Hart in 2001, is a four-year college preparatory history and English program that explores these curricular areas from a uniquely Californian perspective. The program features a summer component at California State University, Sacramento (CSUS) for incoming freshmen, numerous pathway specific field trips, and outstanding guest speakers from a wide range of career paths.

Founded in 2014 after two years of planning, the Manufacturing and Design (MaD) pathway is Kennedy's newest program, offering many diverse opportunities to students in areas including product design and the development process, the principles of design, computer aided design, fabrication and manufacturing processes, sustainability, and the principles of business, entrepreneurship, and global design. An award winning and nationally recognized robotics program is also offered via the MaD pathway.

Supported in part by the Sacramento Police Department (SPD), the Criminal Justice Academy is a California Partnership Academy (CPA) and offers unique opportunities to those who are interested in exploring the field of law enforcement. The curriculum includes in-depth coverage of federal, state and local government and law plus a rigorous physical education and training program for four years. Community service and family involvement are required. SPD provides cadet uniforms and offers summer employment and assistance with college tuition.

2022-23 School Overview

Marine Corps Junior ROTC offers students a chance to explore a career in the military. Kennedy has two Marine Corps teachers on campus who instruct students on leadership, discipline and the Marine Corps curriculum. Community service and family involvement are required. The United States Marine Corps provides cadet uniforms and support.

The Academy of Culinary Arts provides students opportunities to learn skills and explore career options. The culinary courses use innovative lesson plans and activities to teach a wide range of topics which include nutrition, food preparation and sanitation, serving and catering, and cooking skills. Advanced coursework provides job shadowing and internship opportunities at local restaurants and hotel kitchens. The Cougar Cafe houses a full scale commercial kitchen and an eating area that seats seventy-five people.

Among Kennedy's other curricular offerings include numerous art offerings, a robust and award winning marching band, orchestra, color guard, choir, newspaper, a wide variety of foreign language offerings, and numerous advanced placement classes in English, Social Science, Science, Math, Art, and World Languages.

John F. Kennedy features a varied physical education and athletic program with twenty-one competitive sports available to students. In addition, there are more than 45 different clubs from which for students to choose.

Students are encouraged to 1) Get Invested, 2) Have a Purpose, and 3) Be Thoughtful, and 4) Seek Understanding.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	459
Grade 10	543
Grade 11	519
Grade 12	489
Total Enrollment	2,010

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	0.4
Asian	23.8
Black or African American	17.8
Filipino	2.8
Hispanic or Latino	34.1
Native Hawaiian or Pacific Islander	1.9
Two or More Races	7.0
White	12.0
English Learners	11.8
Foster Youth	0.5
Homeless	0.3
Migrant	0.1
Socioeconomically Disadvantaged	52.3
Students with Disabilities	16.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	77.40	84.18	1666.90	83.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	42.30	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.60	5.04	93.00	4.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	2.19	70.70	3.53	12115.80	4.41
Unknown	7.80	8.55	128.70	6.43	18854.30	6.86
Total Teaching Positions	92.00	100.00	2001.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	4.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	
Local Assignment Options	1.40	
Total Out-of-Field Teachers	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district has crafted a high quality professional learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Mathematics, Science, Physical Education and Visual and Performing Arts. Since the onset of Distance Learning in the Spring of 2020, we have provided all teachers and administrators with professional learning on Universal Design for Learning, and the professional learning we have made available is geared to distance learning. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

Year and month in which the data were collected

February, 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson's MyPerspectives grade 9 - 2017 Pearson's MyPerspectives grade 10 - 2017 Pearson's MyPerspectives grade 11 - 2017 Pearson's MyPerspectives grade 12 - 2017 The Language of Composition, 2018, 3rd ed., BFW Publishers. - 2018 Literature & Composition, 2017, 2nd ed., BFW Publishers. - 2017 Fundamentals c.2014 and Inside Phonics c. - 2014 Edge Level A c.2014 and Edge Level B c. - 2014	Yes	0%
Mathematics	CCSS Integrated Pathway: Mathematics I, Walch Education - 2012 CCSS Integrated Pathway: Mathematics II, Walch Education - 2012 CCSS Integrated Pathway: Mathematics III, Walch Education - 2012 The Practice of Statistics (For the AP Exam), 6th Edition. McMillan Learning 2018, - 2018 Precalculus with Unit-Circle Trigonometry, 4th ed., David Cohen, Thomson Brooks/Cole - 2006 Blitzer Precalculus, 6th Edition. Pearson 2018, Calculus for AP, Cengage Learning 2017,	Yes	0%
Science	Myers Psychology for AP, 2nd ed. 2014, - 2014 Invitation to Psychology, 4th and subsequent editions, Pearson, 2008 - 2008 Holt Earth Science, Holt, Rinehart and Winston - 2006 Biology: The Dynamics of Life, Glencoe - 2005 Modern Biology, Holt, Reinhart, and Winston - 2002 Biology, Prentice Hall - 2004 BSCS Biology: A Molecular Approach, 8th Edition, Glencoe - 2001 BSCS Biology: A Molecular Approach, 9th Edition, Glencoe - 2006 Biology, 8th ed. (AP) Pearson, Benjamin Cummings - 2008	Yes	0%

	<p>Chemistry, Matters and Change, Glencoe/McGraw-Hill - 2005 Holt Modern Chemistry, Holt, Rinehart and Winston - 2006 Chemistry: The Central Science, 11th Edition, Prentice Hall - 2008 Chemistry, 7th ed, (AP Edition), Houghton Mifflin - 2007 Chemistry in the Community, Freeman - 2000 Conceptual Physics, 9th Edition, (Addison Wesley) - 2002 Physics: Principles and Problems, Glencoe/McGraw-Hill - 2005 Physics, 6th Edition, John Wiley and Son, Inc. - 2007 Hole's Essentials of Human Anatomy and Physiology, 8th Edition, McGraw-Hill - 2003 Amplify Science California, Amplify Education, 2019</p>		
History-Social Science	<p>World Geography, McDougal Littell - 2006 World Cultures and Geography, McDougal Littell - 2003 World Geography and Cultures, Globe Fearon - 2002 Our Stories in Our Voices, 2nd Edition, Allendar-Mark, 2017 - 2017 Human Legacy, Holt - 2008 Ways of the World with Sources for AP*, Third Edition, Bedford, Freeman and Worth, 2016 - 2016 American Anthem Modern American History, Holt, Rinehart and Winston - 2007 America's History, 8th Ed., Worth, 2014 - 2014 Magruder's American Government, Pearson Prentice Hall - 2005 Government in America: People, Politics and Policy, AP Edition, 17th edition, Pearson, 2018 - 2018 Economics Principles in Action, Pearson Prentice Hall Modern - 2007</p>	Yes	0%
Foreign Language	<p>En Español, Levels 1, McDougal Littell, 2004 0618304304 - 2004 En Español, Levels 2, McDougal Littell, 2004 0618304428 - 2004 En Español, Levels 3, McDougal Littell, 2004 0618304509 - 2004 Temas: AP Spanish Language and Culture. Vista Higher Learning, 2014. - 2014 Dime! Pasaporte al mundo 21 (D.C. Heath) c. 1995 and Nuestro Mundo, D.C. Heath, 1997 - 1995/1997 Discovering French, Bleu Level 1 McDougal Littell, 2001 0618035044 - 2001 Discovering French, Blanc Level 2 McDougal Littell, 2001 0618035052 - 2001 Discovering French, Rouge Level 3 McDougal Littell, 2001 0618035060 - 2001 Ladd. Allons au-dela!. Pearson. 2012. ISBN: 978-0-32895-489-6 - 2012 Deutsch Aktuell, Level 1 Kraft (EMC Publishing) c. 1993 - 1993 Deutsch Aktuell, Level 21 Kraft (EMC Publishing) c. 1991 - 1991 Deutsch Aktuell, Level 3 Kraft (EMC Publishing) c. 1993 - 1993 Chalipa, C. and ter Haseborg, H. Neue Blickwinkel, 2nd Ed. Wayside. 2017. - 2017 Basic Hmong Book 1 Jonas, Vang-na Vangay & Lue Xiong - 1981</p>	Yes	0%

	<p>Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981 - 1981</p> <p>Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981, and Dab Neeg Hmoob, Volumes 1, 2, and 3 (Myths, Legends and Folktales from the Hmong of Laos) Charles Johnson (Linguistics Dept., Macalester College, St. Paul, MN) and Discovering the Hmong Language, 2nd Edition, Van, Txhim Patrick San Jose, CA 2006 1424321700 - 1981</p> <p>Basic Hmong Book 1, Jonas, Vang-na & Lue Xiong Phau Xyaum Nyeem Ntawv Hmoob, Roj Ntawv Hmoob, 1981 and Discovering the Hmong Language, Van, Txhim Patrick, San Jose, CA 2006 and Dab Neeg Hmoob, Volumes 1, 2, and 3 (Myths, Legends and Folktales from the Hmong of Laos) Charles Johnson (Linguistics Dept., Macalester College, St. Paul, MN) and Introduction to Hmong Literacy, History, Language and Culture K. Va, Hmong Publishing, Sac , c.2007 - 1981</p> <p>Adventures in Japanese 1, 3rd ed, Cheng & Tsui, 2007 or Kimono Level 1 (EMC), 1990 - 2007</p> <p>Adventures in Japanese 2, 3rd ed, Cheng & Tsui, 2007 or Kimono Level 1 (EMC), 1990 - 2007</p> <p>Adventures in Japanese 3, 3rd ed, Cheng & Tsui, 2007 0887275281 - 2007</p> <p>Jenney's First Year Latin, Prentice Hall, 1990 0133193284 - 1990</p> <p>Jenney's Second Year Latin, Prentice Hall, 1984 0205078702 - 1984</p> <p>Jenney's Third Year Latin, Prentice Hall, 1990 0139188142 - 1990</p> <p>Lienau, J. Scandite Muros. Wayside. 2017 and Mueller, H. Caesar: Selections from His Commentarii De Bello Gallico. And Boyd, B. Vergil's Aenid: Selected Readings from Books 1, 2, 4 and 6. Bolchazy-Carducci Publishers. 2012 - 2017</p> <p>Ni Hao Chinese Language Course 1, Introductory Level, Chinasoft PTY Ltd., Shumang Fredlein and Paul Fredlein (Cheng & Tsui Co.) 9781876739065 -</p> <p>Ni Hao Course 2, Elementary Level, Chinasoft Pty Ltd, Shumang Fredlein and Paul Fredlein (Cheng & Tsui Co.) 9781876739126 -</p> <p>Ni Hao Course 3, Intermediate Level, Chinasoft Pty Ltd., Shumang Fredlein and Paul Fredlein, Textbook/Revised/Simplified (Cheng & Tsui Co.) 9781876739188 -</p> <p>Integrated Chinese Simplified Character Edition, Level , Part 2, You, Liu, Ge, Chen, Bi & Wang (Cheng & Tsui Co.) - Liu, Y and Yao, T, et al. Integrated Chinese Level 2. 4th Ed. Cheng & Tsui Publishers. 2018 and Liu, Y. and Yao, T., et al. Integrated Chinese Level 3 4th Ed. Cheng & Tsui Publishers. 2018. ISBN: 978-1-62291-150-9 - 2018</p> <p>Learning American Sign Language Humphries & Padden, Prentice Hall, 2003 and DVD: Learning American Sign Language 2nd Ed. and Signing Naturally, Unit 1-6, Donsign, 2008, and Signing Naturally, Unit 7-12, Donsign, 2008 - 2003</p>		
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

John F. Kennedy High School, built in 1967, received a Facility Inspection Tool (FIT) overall repair rating score of “exemplary” from its most recent facility inspection. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district’s 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district’s wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

John F. Kennedy High School received additional Measure Q allocation in the categories of Core Academic Renovation, Modernization, Repair and Upgrades that have been designated to be used to renovate the music wing and make improvements in the administration wing to better provide career, college and guidance services.

In addition, Measure R, a 2012 bond measure, provided the funding for the new stadium with synthetic track and field, restroom buildings, and a concession building.

Year and month of the most recent FIT report

7/23/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Classroom 201: Repaint dooe w/o 181497 Classroom 202: Rpaint wall thas has chipped paint W/O #146982 Classroom 209: Repaint door w/o 181497 Classroom 210: Repaint door w/o 181497 Classroom 213: Repaint door w/o 181497 Classroom 215: Repaint wall that has chipped paint W/O #146982 and w/o 181497 Classroom 216: Repaint door w/o 181497 Classroom 217: Repaint door w/o 181497 Classroom 218: Repaint wall that has chipped paint W/O #146982 and w/o 181497 Classroom 303: Repaint door w/o 181499 Classroom 304: Repaint wall that has chipped paint W/O #146983 Classroom 305: Repaint door w/o 181499 Classroom 306: Repaint door w/o 181499 Classroom 307: Repaint door w/o 181499 Classroom 310: Repaint door w/o 181499 Classroom 312: Repaint door w/o 181499 Classroom 313: Repaint wall that has chipped paint w/o #146983 and w/o 181499

School Facility Conditions and Planned Improvements

			<p>Classroom 314: Repaint wall that has chipped paint w/o # 146983 and w/o 181499</p> <p>Classroom 315: Repaint door w/o 181499</p> <p>Classroom 316: Repaint wall that has chipped paint w/o #146983 and w/o 181499</p> <p>Classroom 317: Repaint door w/o 181499</p> <p>Classroom B12: Repaint door w/o 181658</p> <p>Classroom B18: Repaint door w/o 181658</p> <p>Classroom B21: Repaint door w/o 181658</p> <p>Classroom D1: Repaint door w/o 181657</p> <p>Classroom D3: Repaint door w/o 181657</p> <p>Classroom D4: Repaint door w/o 181657</p> <p>Classroom F1: Repaint door w/o 181662</p> <p>Classroom T1: REPAIR CRACKED TILE W/O 164038</p> <p>Classroom T13: Repair rip on wall W/O #146980 Repaint walls W/O #146981</p> <p>Classroom T3: REPAIR CRACKED TILE W/O 164038 and w/o 179042</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>Boys RR by Classroom B16: Replace caulking w/o 181660</p> <p>Girls RR by Classroom 304: Replace caulking around sinks w/o 181502</p> <p>Girls RR by Classroom B15: Repair loose sink w/o 181661</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	44	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	501	457	91.22	8.78	44.42
Female	231	212	91.77	8.23	48.58
Male	270	245	90.74	9.26	40.82
American Indian or Alaska Native	--	--	--	--	--
Asian	124	121	97.58	2.42	63.64
Black or African American	94	80	85.11	14.89	20.00
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	169	151	89.35	10.65	35.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	55.88
White	56	51	91.07	8.93	56.86
English Learners	47	42	89.36	10.64	9.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	259	231	89.19	10.81	36.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	86	69	80.23	19.77	11.59

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	501	456	91.02	8.98	18.42
Female	231	212	91.77	8.23	16.51
Male	270	244	90.37	9.63	20.08
American Indian or Alaska Native	--	--	--	--	--
Asian	124	121	97.58	2.42	31.40
Black or African American	94	80	85.11	14.89	3.75
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	169	150	88.76	11.24	9.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	26.47
White	56	51	91.07	8.93	37.25
English Learners	47	42	89.36	10.64	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	259	230	88.80	11.20	12.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	86	69	80.23	19.77	5.80

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	30.13	NT	25.03	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	450	385	85.56	14.44	30.13
Female	201	175	87.06	12.94	27.43
Male	249	210	84.34	15.66	32.38
American Indian or Alaska Native	--	--	--	--	--
Asian	129	121	93.8	6.2	43.8
Black or African American	70	55	78.57	21.43	23.64
Filipino	17	14	82.35	17.65	42.86
Hispanic or Latino	142	119	83.8	16.2	16.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	21	91.3	8.7	23.81
White	59	47	79.66	20.34	40.43
English Learners	33	24	72.73	27.27	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	175	84.13	15.87	23.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	43	79.63	20.37	9.3

2021-22 Career Technical Education Programs

The College and Career Readiness Department provides high quality support to all schools in Sacramento City Unified as they move to adopt a “linked learning” approach preparing students for career and post-secondary experiences. The department also works closely with industry and community partners as well as post-secondary institutions to support our schools in preparing our students to be successful after graduation.

Linked Learning is a career-themed approach to learning that prepares students for their future: academic preparation for college and professional skills for success in the workplace. Students study through a profession that interests them, learning challenging academics and professional skills in the classroom while getting real world experience through internships. No matter which professional interest they choose, Linked Learning students develop into adults who are prepared for college, career, and life after high school.

The CTE programs offered at each of the SCUSD high schools are diverse and unique to the specific culture and needs of each school. The Career Technical Education (CTE) pathways represent the twelve (12) Industry Sectors identified by the state.

CTE programs and courses are reviewed by CTE District Wide Advisory Committee comprised of a variety of people including, but not limited to, business partners, community leaders, parents, students, educators and other interested parties. The committee discusses awareness, recruitment, placement, and retention of middle, high school students in CTE classes; local labor market, and school/business partnerships. Career technical education updates, evaluations and funding will also be reviewed. The committee is also responsible for approving the SCUSD Career Technical Education Plan.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	435
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.41
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	54.24

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	71%	75%	74%	75%	75%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The Cougar Parent Committee (CPC) and Parents at Kennedy (PAK) are two active groups that promote parental involvement at John F. Kennedy. Volunteer opportunities include dance chaperones, orientation, Back-to-School Night, Open House, Cougar Days, information nights and Sober Graduation Night. Historically, CPC has hosted the teacher appreciation breakfasts and end-of-year luncheon for staff. PAK owns and operates the lockers at the school and beautifies and improves the campus. PAK seeks volunteers who are available to walk the campus during lunch to provide additional adult supervision. Numerous parent booster clubs provide additional support for the music and sports programs.

For more information with regard to volunteer opportunities, please contact David Van Natten, Principal, at (916) 395-5090.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.6	4.2		7.5	7.7		8.9	7.8
Graduation Rate		92.4	89.6		83.1	85.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	481	431	89.6
Female	215	198	92.1
Male	266	233	87.6
American Indian or Alaska Native	--	--	--
Asian	134	131	97.8
Black or African American	78	65	83.3
Filipino	17	16	94.1
Hispanic or Latino	152	130	85.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	23	23	100.0
White	66	57	86.4
English Learners	42	34	81.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	350	306	87.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	74	57	77.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2193	2063	780	37.8
Female	981	924	359	38.9
Male	1211	1138	421	37.0
American Indian or Alaska Native	12	8	4	50.0
Asian	513	495	104	21.0
Black or African American	404	374	182	48.7
Filipino	58	56	16	28.6
Hispanic or Latino	748	703	326	46.4
Native Hawaiian or Pacific Islander	50	44	24	54.5
Two or More Races	151	141	49	34.8
White	256	241	75	31.1
English Learners	260	248	88	35.5
Foster Youth	14	13	4	30.8
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	1196	1118	514	46.0
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	384	358	181	50.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.74	3.70	2.45
Expulsions	0.04	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.09	7.20	0.04	4.73	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.20	0.00
Female	5.20	0.00
Male	8.84	0.00
American Indian or Alaska Native	8.33	0.00
Asian	1.75	0.00
Black or African American	15.35	0.00
Filipino	5.17	0.00
Hispanic or Latino	6.55	0.00
Native Hawaiian or Pacific Islander	20.00	0.00
Two or More Races	8.61	0.00
White	4.30	0.00
English Learners	5.77	0.00
Foster Youth	7.14	0.00
Homeless	30.77	0.00
Socioeconomically Disadvantaged	9.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.32	0.00

2022-23 School Safety Plan

School Safety Plan
Sacramento City Unified School District
Comprehensive Safe School Plan (CSSP) 2020-2021

The Comprehensive Safe School Plans (CSSP) for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continuously seek the most current information and advice from subject matter experts.

Currently the CSSP contains the following sections.

Section 1	Crisis Communication Flow Chart
Section 2.....	Site Level Emergency Procedures
a) Lockdown Response	
b) Fire	
c) Bomb Threat, ATF Bomb Threat Checklist	
d) Active Shooter	
e) Chemical Accident	
f) Severe Weather/Loss of Power (City of Sacramento)	
Section 3.....	Earthquake Emergency Procedure
a) Evacuation for Persons with Disabilities	
Section 4.....	Site Level Use of schools as a Community Shelter
Section 5.....	District Policies & Protocols Related to Student Safety
a) BP 5020: Parents Rights & Responsibilities and BP 5021 Noncustodial Parents	
b) Mandated Child Abuse Reporting	
c) Suicide Risk Assessment Procedures	
d) Mental Health Crisis Response Procedure	
e) Missing Student Protocol	
Section 6.....	Bullying Policies and Procedures
a) AR 5145.4 Anti-Bullying - Students	
b) Report of Suspected Bullying Page 1	
c) Report of Suspected Bullying Page 2	
d) Guidance for Action Plan	
e) Student Safety Plan	
Section 7.....	Dangerous Student Notification/Email Notifications Made by IT Dept
Section 8.....	Wellness Plan
a) BP 5030 Student Wellness	
Section 9.....	District Handbook
Section 10.....	Component I: Social Climate
.....	Component II: Physical Climate/Campus
Section 11.....	Site Level Incident Command System (ICS) Roles and Team
Section 12.....	Site Level Communication Procedures
a) Emergency Phone Tree	
Section 13.....	Before and After School Programs
.....	Coordinators/Contact Numbers
.....	Days/Hours of Operation on Campus
Section 14.....	Site Level Safe Ingress & Egress Procedures and Route Maps
Section 15.....	Site Level Family Reunification Plans
a) Reunification Logs	
Section 16.....	*Site Level Provisions for Students/Staff with Special Needs
a) Site Evacuation for Persons with Special Needs	
Section 17.....	School Site Safety Committee Member List and Approval of CSSP
Section 18.....	Staff/School Handbook
Section 19.....	Site Map (Please Label All Rooms)
Section 20.....	OPTIONAL – Additional Site Specific Safety Information

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	49	39	27
Mathematics	24	23	40	22
Science	24	23	24	31
Social Science	22	44	28	44

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	33	42	24
Mathematics	24	22	50	11
Science	26	15	45	14
Social Science	24	32	43	28

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	30	43	18
Mathematics	22	30	44	9
Science	25	20	26	22
Social Science	23	34	44	24

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	324.19

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	1.0
Nurse	0.9
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	5.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,973	\$1,220	\$5,753	\$74,817
District	N/A	N/A	\$6,048	\$83,404
Percent Difference - School Site and District	N/A	N/A	-5.0	-10.9
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-13.6	-13.2

2021-22 Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. John F. Kennedy High School and district supplemental programs and services include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books
- Extended Day/Year/ Summer school
- Enrichment programs - Assets: After School Safety Enrichment for Teens
- Access to technology
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- 10th Grade Counseling
- AB 1802 at risk student counseling (11th grade counseling)
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, counselors and two social workers
- Supplemental Education Services
- School Choice
- Four theme based small learning community providing access to many community partners, event and internships

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,335	\$51,081
Mid-Range Teacher Salary	\$52,444	\$77,514
Highest Teacher Salary	\$102,090	\$105,764
Average Principal Salary (Elementary)	\$120,748	\$133,421
Average Principal Salary (Middle)	\$127,364	\$138,594
Average Principal Salary (High)	\$139,247	\$153,392
Superintendent Salary	\$316,011	\$298,377
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	29.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	12
Fine and Performing Arts	5
Foreign Language	1
Mathematics	6
Science	8
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	41

Professional Development

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers. To that end, the district strives to provide staff with professional learning opportunities that focus on ensuring that all students have access to culturally responsive high-quality instruction and supports through Universal Design for Learning and anti-bias/anti-racist practices in a robust multi-tiered system of support. District experts also provide professional learning specifically focused on Literacy, English Learners, Mathematics, Science, the Visual and Performing Arts and Social-Emotional Learning. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design. Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2		